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The University of Alberta

An Evaluation of the Elementary School Behavior
Management Program in the Strathcona County
School Jurisdiction

by



James D. Coombs

A Thesis

Submitted to the Faculty of Graduate Studies and Research
in Partial Fulfillment of the Requirements
for the Degree of Master of Education
in
School Psychology

Department of Educational Psychology

Edmonton, Alberta

Fall, 1988.

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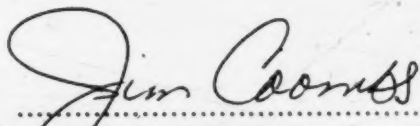
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The undersigned certify that they have read, and recommend to the Faculty of
Graduate Studies and Research, for acceptance, a thesis entitled:

An Evaluation of the Elementary School Behavior Management Program in
the Strathcona County School Jurisdiction

submitted by James D. Coombs in partial fulfillment of the requirements for the degree of
Master of Education in School Psychology.

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R. B. Wilkerson

Date: *June 27, 1988*

DEDICATION

To my daughters Allison and Stephanie, may your lives be filled with love, happiness, and success, and all your dreams and wishes come true.

To my parents Stan and Phyllis, your love and devotion through times both good and difficult will never be forgotten.

ABSTRACT

An interactive evaluation process, was used in the assessment of an elementary school behavior management program, a distinctly separate classroom setting, where the primary objectives were to improve the behavior and academic skills of the students. The program, established with a student to teacher ratio of 6:1, included the services of a full time teacher aide, and additional administrative and counselling time. It was located in a regular urban elementary school. The students initially involved were six males ranging in age from nine to twelve years, who because of a history of highly disruptive and/or aggressive behavior, had been labelled severely behaviorally disordered. Individual educational and behavioral plans were utilized, with instruction occurring individually and in small groups. The staff focused on developing and enhancing student self-discipline through a step system of discipline, which included a series of time-out measures as consequences for misbehavior. Appropriate behavior was consistently reinforced, and appropriate social skills and effective problem solving skills were taught. Program students were included in all daily non- academic school activities, and integrated into regular classes as their behavior and social and academic skills improved. Upon the development of the interactive evaluation plan and instruments, a discrepancy evaluation format, as outlined by Steinmetz (1983), was utilized. As some responses in the questionnaires developed were open ended, a descriptive qualitative approach, as advocated by Colaizzi (1978), was also used. The parents, program staff, and author were satisfied that the educational and behavioral needs of the students were satisfactorily addressed, and the program was effective in improving the behavioral and social skills of the students.

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CHAPTER ONE - INTRODUCTION

Development of Behavior Management Services

Since the late 1960's the number of public school programs, including those which utilize segregated classrooms, for students labelled as emotionally disturbed or behaviorally disordered has dramatically increased throughout North America. According to Grosenick, George, and George (1987), virtually all (99.4%) of the public school services that presently exist have been initiated in the past twenty years. The development of these programs has been primarily due to the demands of parents for equal and fair access to public education for all children and through the persistence of a small number of educators who believed that such children could and would improve behaviorally and academically if suitable programs were provided.

However, the acceptance of the unique emotional, academic, and behavioral needs of those students frequently displaying inappropriate behavior, and the viability and effectiveness of special programs to assist them, is less than universal. Despite research such as that of McKinnon (1975), which indicated strong support from the parents of students in special behavioral programs, and from the students themselves, some educators, parents, school board members, and government education officials still oppose the offering of special services or programs for behaviorally disordered students. They argue that the services are too expensive to offer to "bad" students and the effectiveness of the programs has yet to be proven.

The fact that the additional services or special programs cost more than for regular programs is well documented. Depending on the type of intervention and number of students involved, costs can be as much as two or three times more per student. Moreover, the determination of program effectiveness has proven to be extremely difficult. As Vaac (1975) indicated, "Because the experimental literature

on overt behavior change, achievement, and social relations is not easily applicable to treatment, comparatively little research has been published regarding emotionally disturbed children in school settings" (p. 173). This statement remains true in 1988. The consensus in the literature is that rather than experimental research, the majority of the articles have been descriptions of projects, clinical case studies, or suggested methodologies for programs. This subjective approach, along with a number of other factors which will be discussed at length in the literature review, has created uncertainty in the determination of program effectiveness.

Despite the uncertainty of the effectiveness of behavior management programs, and specifically the use of segregated classrooms for the instruction of those students deemed to be severely behaviorally disordered, the number of these type of programs does continue to increase. Such was the program that was the subject of this evaluation.

Background Information

The Strathcona County Board of Education, in June, 1987, approved the creation of an Elementary School Behavior Management Program, (ie., a segregated classroom with a maximum of eight students, one teacher, one teacher aide, and additional counselling and administrative time) because:

1. an increasing number of emotionally disturbed/behaviorally disordered students were evident at the elementary school level;
2. despite early recognition and repeated and varied interventions by school staff, these students continued to require an inordinate amount of supervision over a period of years;
3. the behavior of these students had a significantly adverse effect on the opportunity for their own learning and that of other students;

4. if alternative approaches to improving the behavior of these students was not enacted, an increased number of suspensions with recommendation for expulsion was predicted.

It should be noted that there were differing opinions as to the value or the appropriateness of such a program being implemented in the Strathcona County school system. Some Board of Education members expressed concern regarding the cost of such a program, especially in light of recent provincial government funding cut-backs in education. Other questions included concerns as to the degree of responsibility for the education of such children, the effect of a lack of positive student role models in a segregated classroom, and the amount of integration and resultant return to regular class settings that would actually occur. While the program was approved on a pilot basis it was understood that a formal evaluation of the program would take place. This particular evaluation was deemed acceptable to satisfy that condition.

Overview of the Program

The primary objectives of the program were to:

1. create a classroom where the primary focus was to address the emotional and/or behavioral disorders which were interfering with the student's success in his/her previous school program;
2. develop individual behavioral and educational plans for each student (in consultation with each student and his/her parents) with specific emphasis on identified areas of difficulty;
3. improve each student's behavioral and social skills so that their eventual return to the regular school program would be successful.

The criteria for consideration for admission to the program included the demonstration of one or more of the following characteristics:

1. inability to establish or maintain satisfactory relationships with peers or adults;
2. frequent demonstrations of inappropriate behavior or feelings under ordinary conditions;
3. a generally pervasive mood of unhappiness or depression;
4. severe difficulty in coping with the learning situation despite remedial measures;
5. development of physical symptoms or fears associated with personal or school problems;
6. severe difficulty in facing reality;
7. complete disregard for all authority;
8. demonstration of physical violence toward other persons and/or physical destructiveness toward the environment.

✓

The students initially selected for the program were six males ranging in age from nine to twelve years. Their intellectual abilities, as determined by the Wechsler Intelligence Scale For Children-Revised (WISC-R), all were within the normal range. Their academic abilities varied significantly with none of them achieving at a grade level which could be deemed appropriate for their age. Most were functioning one to two years below their given grade level. Common weaknesses included low ability in reading comprehension, and basic mathematical and writing skills. Other common characteristics included decreased attention span, low self-concept, poor problem-solving skills, a stated dislike of attending school, demonstrated opposition to authority, and a history of disruptive and/or aggressive behavior (1 to 5 years) in their former schools. All of the students were or had recently been under the care of psychiatrist with behavioral problems being the reason for referral. The most common diagnosis was conduct disorder.

All of the students had previously been identified as demonstrating serious behavior problems and had been referred to the Supervisor, Student Services (Behavior Management). With the cooperation of school staff and parents a variety of interventions had been enacted in an attempt to improve the behavior and social skills of each student. Individual academic and behavioral plans were developed for all students. Positive reinforcement and rewards were used extensively, as well as consistent adherence to an individual discipline plan which utilized a progressive series of time-outs for misbehavior. To assist the student and teacher, teacher-aide time was made available. The amount of time allotted varied from ten hours per week to thirty hours per week and was determined by the perceived severity of the problem and availability of finances. As well considerable amount of additional counselling and administrative time was devoted to these students. Despite these interventions the behavior of these students did not improve significantly. The behavior of the students continued to be highly disruptive and was deemed to be detrimental to their own learning and that of others in the classroom. As stated earlier, without the creation of this program a number of these students would have been suspended from school with a recommendation to the Board of Education that they be expelled.

Thus, this program was only one of continuum of services or interventions available to attempt to meet the needs of students within the school system. Referral of a student to this program was deemed appropriate only after it could be demonstrated that despite repeated and varied interventions, over an extended period of time, the student continued to require an inordinate amount of supervision by school staff.

Individual educational and behavioral plans were developed for each student upon entrance to the program. Short and long term goals were established in both of these areas for each student and adjusted when deemed appropriate by program

staff. Academic lessons followed the prescribed Alberta curriculum and were presented at appropriate grade levels, individually or in small groups. Behavioral skills were emphasized throughout the school day by discussing, teaching, modelling, and positively reinforcing appropriate behavior. Inappropriate behavior was dealt with through a "step system" of discipline which utilized a progressive series of established logical consequences. See Appendix 3. Punitive measures such as verbal put-downs, writing lines, or corporal punishment were not used. The consequences for misbehavior were a warning or reminder by a staff member, then a graduated series of time-outs (social isolation) from the given activities. In class time-outs, out of class time-outs, in-school suspensions, and out of school suspensions were utilized depending upon the frequency and/or the severity of the misbehavior. Reinforcement for appropriate behavior included verbal praise, free time, and additional privileges. The consequences to appropriate and inappropriate behavior were discussed in detail at the beginning of the school term and frequently thereafter. Misbehavior was seen as a student choice, and therefore students were encouraged to take ownership for their misbehavior and make more appropriate choices. Students were encouraged to verbalize and utilize alternatives to the types of behaviors that were causing problems for themselves and others. Thus the behavioral emphasis of the program focused on developing and enhancing student self-discipline, not merely enforcing student compliance.

A video tape camera and recorder were strategically located in the classroom so that the daily classroom activities could be filmed on a periodic basis. The tapes were reviewed two to three times per week by the program staff to assist them in improving their skills in dealing with the students. As well, they were used with the students during individual counselling sessions to highlight their appropriate behavior, or illustrate the disruptive nature of their misbehavior.

The counsellor met with the class as a group for two thirty minute periods a week and individually with each student at least once a week. The focus of this assistance was further development of appropriate social skills, effective problem solving skills, and the improvement of self-concept. Texts such as *Getting Along With Others* (Teaching Social Effectiveness to Children), (Jackson, Jackson, and Monroe, 1983), *Systematic Training for Effective Teaching* (Teacher's Resource Book), (Dinkmeyer, McKay, and Dinkmeyer, 1980), and *100 Ways to Enhance Self-Concept in the Classroom*, (Canfield and Wells, 1976), were used as resources for choosing topics and lessons for the group and individual sessions.

The program was located in an urban elementary school with an overall population of 340, including E.C.S. to Grade 6 students. The classroom used for the program for the majority of the year was smaller than most in the school, but was conveniently located in relation to the library, gymnasium, counselling office, washrooms, administrative office, and time-out rooms.

Integration of the students in the Behavior Management program with others in the school began immediately in all areas of daily school operations, (ie., playground and recess, lunchtime activities, field trips, etc.). That is, they were deemed to be like any other student in this regard and participated in these activities on a daily basis. Integration into the regular academic classrooms was initiated when program staff deemed that the student could succeed academically and behaviorally. Initial regular class placement was done on an individual class basis, and then increased if the student continued to experience success. Students were initially integrated on a daily basis into a class in which it was deemed that they would most likely succeed, (ie. usually an class such as music or physical education). As the student demonstrated behavioral and social success, as well as competence in the given subject area, the amount of integration was increased by progressively adding one additional subject of instruction. The program staff

worked very closely with the regular classroom teachers to provide assistance in dealing with any behavioral difficulties, and to monitor the on-going academic and behavioral progress of each student.

The program staff consisted of one full-time classroom teacher and a full-time teacher aide. As well, an additional amount of counselling (.2 full-time equivalent) and administrative time (.1 full-time equivalent) was allotted. The Supervisor, Student Services (Behavior Management), coordinated the program. The staff school was staffed with a qualified learning assistance teacher and the program staff were able to utilize the services of this individual, as well as a speech pathologist, when deemed necessary. While the staff had no direct previous experience with an elementary behavior management program, both the counsellor and the supervisor had considerable experience with similar programs for adolescents. All staff had previously demonstrated a history of competence and success in their previous educational placements. The teacher attended a five day workshop regarding classroom management and discipline prior to the beginning of the school term, and all staff were actively involved in attempting to improve their skills in this area by attending similar workshops, conferences, and seminars.

The Purpose of the Study

The purpose of this evaluation was to assess the effectiveness of the distinctly separate classroom setting where the primary focus was to improve student behavior and develop recommendations as to the feasibility of maintaining such a program in the future. To evaluate the effectiveness of the program eighteen specific evaluation questions were formulated in consultation with system Student Services staff, program staff, and the parents of the students in the program. Questionnaires containing items directly related to the established evaluation questions were then developed by the author and completed by the parents, program staff, and a sample of non-program teachers at the school. The evaluation questions

and questionnaires were based on those developed by Sobsey (1985a). The author was also involved as the external evaluator, observing the classroom operations and questioning program staff.

The questions of primary importance in this study were: "Were the parents, program staff, and evaluator satisfied that the educational and behavioral needs of the students in the program were satisfactorily addressed?", and "Was the program effective in improving the behavioral and social skills of the students so that their eventual return to the regular school program would be successful?"

It should be noted that at no time was this intended to be an individual evaluation of the competencies of the various staff members directly or indirectly involved with the program. While responses to individual involvement and services provided were requested, such responses were interpreted and reported solely in relation to the effectiveness of the overall program.

Significance of the Study

The significance of the study was twofold. One, it would provide prompt feedback to the Strathcona County school system as to the effectiveness of this method of behavioral intervention, as well as providing recommendations as to the feasibility of maintaining such a program. Two, with the inclusion of the thorough description of the program and evaluation methods the opportunity for further research in this area of education would be enhanced. It was felt that the results of the study could serve as valuable information to those educators presently involved with similar programs and to those who may be contemplating the merits or feasibility of such an intervention with students who display similar behaviors. Moreover, as there was a distinct lack of similar research in the literature, the information contained in this study should enhance what is presently available.

Limitations of the Study

As the title indicated this study was a program evaluation. The nature of the program dictated that the research conducted be descriptive as opposed to experimental. The students selected for the program were not randomly selected from the population, or even a smaller defined group, but were individually chosen because of a history of behavior problems. No control group existed because it was deemed highly unethical to deny admittance to the program to any student who met the criteria for entrance. As no formal behavioral testing was conducted while the students were enrolled in their previous schools, pre-test, post-test measures could not be utilized. This was not seen as a limitation of the study as the description, identification, and assessment of behavior disorders remains very subjective, as highlighted by Alberta Education (1986):

There is no magic formula a teacher or a resource person can use to define a behavior disorder, either in terms of whether one exists or, if one does, how severe it is. The definition and identification of a behavior disorder will always be partly objective (what is actually happening that can be verified by more than one person) and partly subjective (what is perceived to be happening by a single observer). (p. U-4).

While the author addressed the eight program elements considered necessary by Paul (1985) for direct comparisons between programs (ie., philosophy, goals, population, entry, methods, exit, evaluation, and operations), as well as identifying strengths and weaknesses of the program, any direct generalization of the results, or intent to replicate such a program should be done with caution. The results obtained cannot be extrapolated to imply use in all other similar programs. The program evaluated included only nine students, exposed to this form of treatment/education for a maximum of eight months, under the supervision of staff whose experience in

dealing with students with behavior disorders in this type of setting was initially limited.

However, it is the author's opinion that no one program model of this type should be proclaimed as the only effective one for all similarly categorized students. Parental and professional perceptions are major variables in this study. It is important to note that these perceptions may not be identical with empirical measurements of the events perceived. For example, parents and professionals may believe that the behavior of these students has improved to a degree that they are approaching readiness for return to regular classrooms. Until an attempt is made, however, to reintegrate them, this perception will not be tested.

CHAPTER TWO - SURVEY OF RELATED LITERATURE

Introduction

The intent of the literature review was to survey as many research articles and texts as possible dealing with the type of treatment and programs presently deemed effective, acceptable, and utilized for elementary school-aged, emotionally disturbed/behaviorally disordered students. While there are numerous texts addressing behavior disorders such as those of Dupont (1975), Long, Morse, and Newman (1980), Safer (1982), Cullinan, Epstein, and Lloyd (1983), Kerr and Nelson (1983), Coleman (1986), and Shea and Bauer (1987), as indicated earlier there has been little empirical research conducted as to the effectiveness of the self-contained classroom in improving student misbehavior. Moreover, the majority of the literature which does exist refers to programs dealing with adolescents, perhaps in part due to perceptions similar to that of Safer (1982):

Preventative intervention in primary schools to curb later misbehavior is a very attractive concept to secondary school personnel, but it represents a romantic notion. First, disruptive school behavior becomes a serious problem primarily after admission to junior high school. Second, no elementary school program for disruptive students to date has produced a positive, behavioral carry-over into the secondary school years. (p. 76)

Issues Regarding Previous Research

The literature review, including articles by Glavin, Quay, and Werry (1971), Glavin (1974), Vacc (1975), Pearl and Klein (1981), and Skiba and Casey (1985), indicated a wide variety of methods and types of treatment available to students have been identified as behaviorally disordered/emotionally disturbed. An article of note is that of Swan, Brown, and Jacob (1987). They have compiled a comprehensive description of the types of service delivery models used in the

reintegration of severely emotionally disturbed/ behaviorally disordered students.

However, the circumstances under which the data for these and other articles was gathered, or the manner in which it was often presented, makes direct comparisons between programs very difficult. As Paul (1985) indicates:

...the professional literature does not include a description of services available for children with behavioral disorders. That is, given some eight program elements considered necessary for describing a program - philosophy, goals, population, entry, methods, exit, evaluation, and operations, programs are not generally described in our literature. (p. 150)

Paul (1985) feels that this insufficient quality and lack of breadth negate a "valid discussion of programs in either a descriptive or an evaluative manner" (p.150).

This opinion is shared by Wood (1985), Skiba and Casey (1985), Kauffman, Cullinan, and Epstein (1987), as well as Grosenick, George, and George (1987). The consensus appears to be that, as neither a set of standards nor any common format for the description of a program exists, what constitutes a quality program for a child with a behavior disorder remains questionable.

The Grosenick, George, and George (1987), national survey of 126 school districts in the United States with services for behaviorally disordered children and youth, highlights another important fact. That is, the rapid and at times hurried development of programs may be part of the reason that the reporting and evaluation methods related to such programs are not as complete and concise as desired.

Conducting research in the area of emotional or behavioral disorders of children in the United States and Canada is further complicated by the wide array of definitions and terminology which exists. As Kavale, Forness, and Alper (1986) indicate "this is not a semantic problem over the nature of terminology but a more fundamental difficulty related to the question: 'About whom are we talking?'" (p. 166). Gresham (1985) contends that the vagueness and ambiguity of most state

definitions in the United States contributes to the infrequent use of the behaviorally disordered label. Thus some students are not benefitting from available assistance, a fact of which Erickson (1982) agreed, and as Kavale, Forness, and Alper (1986) state "without consensus about the identification criteria used for the behaviorally disordered/emotionally disturbed classification, research findings are of limited utility since new results cannot be compared to existing knowledge and the important scientific function of replication becomes problematic" (p. 159).

The most commonly used descriptors or labels found in the literature regarding the identification and placement of "behaviorally disordered" children were behaviorally disordered or emotionally disturbed. Yet a number of derivations or combinations of these terms exist, including: seriously emotionally disturbed, socially and emotionally disturbed, severely emotionally disturbed, socially maladjusted, and emotionally and behaviorally disordered. Skiba and Casey (1985), in a review and critique of the interventions for behaviorally disordered students in forty-one different studies, found twelve different labels being used to describe these students. As well the American Psychiatric Association advocates using the term conduct disorder, which is defined in *The Diagnostic and Statistical Manual of Mental Disorders (Third Edition-Revised)*.

As indicated by such authors as Huntze (1985), Center (1985), and Kavale, Forness, and Alper (1986), much of the controversy and debate over the appropriateness and relevance of the terms severely emotionally disturbed and behaviorally disordered in the United States centers around Public Law 94-142. This law's primary purpose was to provide handicapped students with access to public education and appropriate educational interventions, but it virtually dictates what special education services are to be provided, by whom, and who is to receive such services. While this debate of appropriate terminology regarding behavior disorders does not appear to be as major an issue at present in Canada, and

specifically Alberta, the use of a variety of terms to describe similar behaviors or problems is certainly evident and does cause confusion amongst educational, medical, and mental health staff.

It is the author's opinion that far too much effort is being directed towards the finite development of a supposed encompassing definition regarding the inappropriate behavior of children. Wood (1985), who prefers to use the term behaviorally disordered because of its relevance to educational interventions, has indicated the choice of a label may have less social importance than some wish to believe. He contends that, "no student benefits from being tagged either behaviorally disordered or emotionally disturbed. Special education begins with handing its clients a debit" (p. 225). Many educators, including the author, strongly agree with the opinion of Cullinan, Epstein, and Lloyd (1983). They state:

... because there is little evidence that knowing a student's category of behavior disorder helps a teacher select a proper intervention, special education should make very little of the fact that a pupil has been defined as behaviorally disordered or classified as showing a particular kind of disorder (except possibly for administrative purposes). Instead it is more productive to identify, measure, and remediate specific social, personal, academic or other problems that interfere with the student's adjustment. When and if research clearly shows how classification can significantly aid the special education endeavor, teachers can modify their practices accordingly. (p. 134)

Most educational staff, and specifically those working directly with students who frequently misbehave, want to learn practical behavior management techniques, not merely be presented with a label for the misbehavior. The position of Alberta Education (1986) regarding this issue appears to be very realistic and practical. They state:

Due to the variations in type and severity, a single specific definition of behavior disorder has limited functional use for the classroom teacher and others. Rather, behavior disorders are functionally defined along a continuum, based on the degree to which they disrupt the educational process. (p. 1-3)

Gresham (1985), McConaughy (1985), Center and Obringer (1987), Epstein, Kauffman, and Cullinan (1985), Hindman (1986), and Neeper and Lahey (1986), all indicate dissatisfaction with many of the present methods of assessing children with behavior problems. These authors also question the skills and ability of at least some of the individuals presently diagnosing children as behaviorally disordered. Gresham (1985) stated, that in a recent national survey of school psychologists a large number of them indicated a feeling of not having the requisite skills to conduct valid behavioral disorder assessments. While over one-half of all school assessments required some form of assessment of social-emotional functioning, the majority of psychologists who responded to the survey indicated that their training in this area was not satisfactory. The psychologists appeared much more comfortable and competent in assessing learning disabilities and mental retardation rather than behavior disorders. It is the author's opinion that, as in the United States, many psychologists and school personnel in Canada do not have sufficient training and/or experience in the area of behavior disorders. For example, it is possible to be certified as a psychologist in Alberta with virtually no formal instruction or supervised practicum experience in the area of behavior disorders. Less than one percent of teachers, administrators, counsellors, and consultants in schools have ever taken a formal course in classroom management and discipline or behavior disorders of children. Thus the accuracy and consistency of behavioral assessments is questionable, at best. The direct effect of this situation is again to make comparisons between similar programs extremely difficult, as the

characteristics and behaviors of students enrolled in these programs are likely to vary significantly.

Wood (1985), and Grosenick, George, and George (1987), highlight one other important issue regarding the availability of treatment and types of programs for behaviorally disordered children. As support for program development rests with local and state agencies, the cost of such programs becomes a major factor. Wood (1985) states "certain behaviorally disordered students arouse a punitive response that may override the competing nurturing, caring response stimulated by observation of their special needs" (p. 224).

While Alberta Education (1986) mandates that "students having special needs will have those needs served" (p. U-2) and there is more awareness as to types of programs and methods of treatment regarding behavior disorders, the manner in which the needs of children with a behavior disorder are met, varies significantly throughout the province. The existence of distinct programs and/or special assistance for students in Alberta, and Canada, still remains very dependent upon the availability of funds and the perceived need or social acceptance by local jurisdictions. Many school jurisdictions do not even employ school counsellors or school psychologists. As behavior disorders do not rank highly on a scale of social acceptability in relation to other disabilities, (ie., many children with a behavior disorder are still merely labelled as bad), services for students demonstrating such disorders are frequently not considered or reduced or eliminated in times of economic constraints. This issue was emphasized by the Alberta School Trustees' Association (1986) when the decreased capacity for funding or expanding special education programs was included in a report on funding and discussed at their 1986 Annual Convention. They state "the need for services and programs for the behaviorally disordered and emotionally disturbed is receiving strong attention, but is negatively affected by reduced capacity to offer new programs" (p. 6).

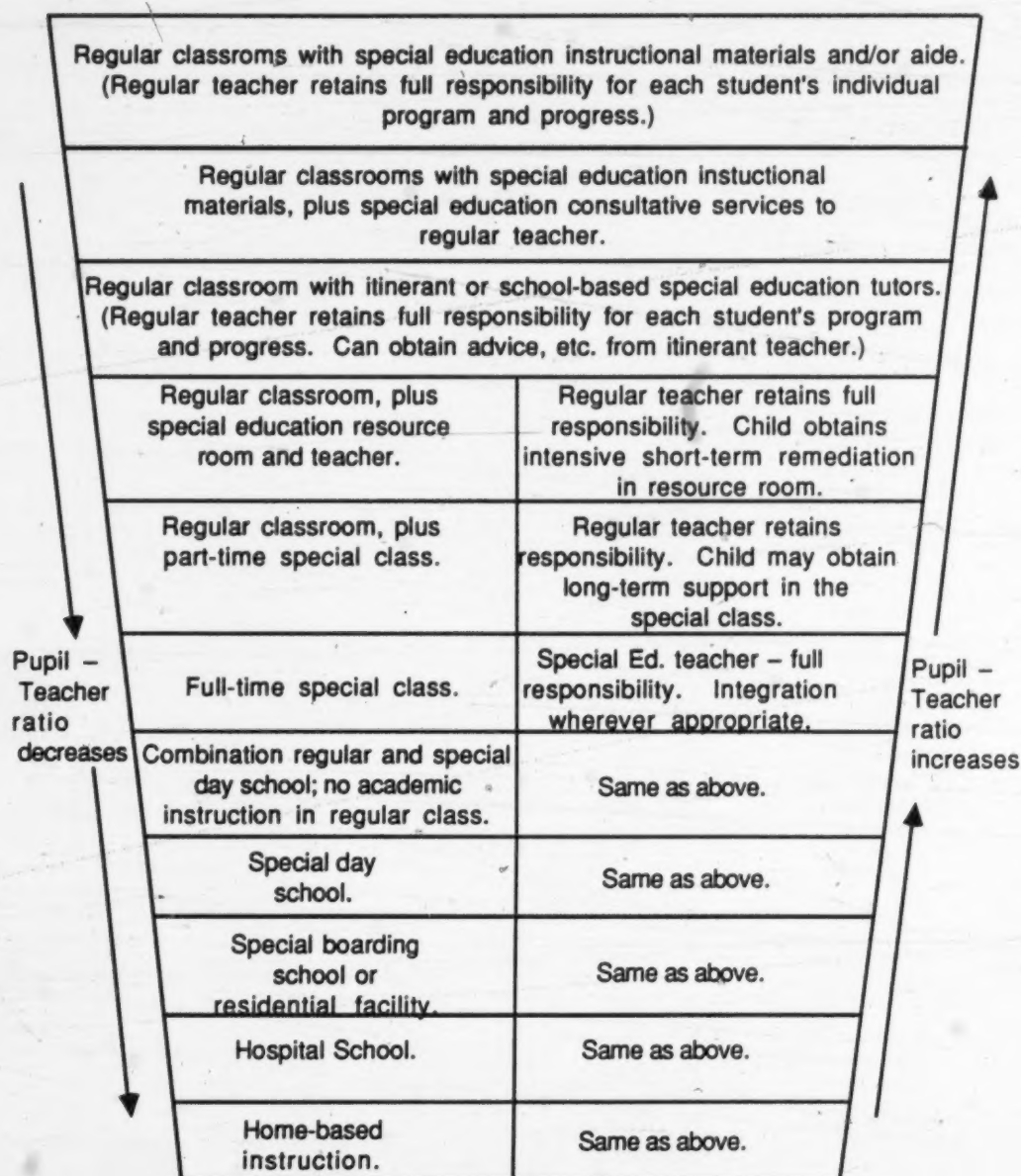
Summary

In summary, despite the lack of empirical evidence and numerous problems inherent in determining effectiveness, the consensus in the literature is that the use of a self-contained classroom is a very acceptable element on a continuum of services to be provided for students with emotional or behavioral disorders. The continuum or model of services for special needs students most frequently referenced in which a self-contained classroom exists is the Cascade Service Delivery Model. Coleman (1986), Kerr and Nelson (1983), Wiederholt (1975), and Deno (1980), all advocate the use of this service model. This model has been accepted by Alberta Education (1986) as appropriate for use with students with behavior disorders and appears in the Special Education Program of Studies for Alberta. The model is illustrated in Figure 1.

While the literature review highlighted the fact that many of the existing behavior management programs or classes have often not been evaluated, or evaluated on the basis of a variety of criteria, there did appear two common criteria thought to be essential for a program to be considered effective. Glavin, Quay, and Werry (1971), Vaac (1975), Wodarski and Filipczak (1982), Kerr and Nelson (1983), Cullinan, Epstein, and Lloyd (1983), and Lentz (1985) are among the authors who feel that the primary goal of all school intervention programs for students with behavioral problems was their eventual return to the regular program. With that as the accepted goal these authors felt that a given program must focus on developing both educationally appropriate behavior and academic achievement. That is, did the students' behavior permit re-entry into a regular classroom, and could they be academically accommodated with their peers?

It is interesting to note that these criteria are included in the primary objectives stated for the given program.

Figure 1. Cascade Service Delivery Model.



(Alberta Education, 1986)

CHAPTER THREE - THE DESIGN AND PROCEDURES

Overview

While a number of program evaluation models were considered, as found in Madeus, Scriven, and Stufflebeam (1983), this evaluation was based on Sobsey's (1985b) interactive evaluation process, which in turn was based on Brown's (1978) transactional evaluation model. This particular model was chosen as it was deemed the best available model to:

1. address the unique needs of all the clients involved in the evaluation;
2. address the elements deemed critical to an effective behavior management program. That is, to evaluate how well the program assisted students in improving their behavioral and academic skills;
3. be consistent with the evaluation format presently utilized in the Strathcona County school system with other program evaluations.

While Sobsey (1985b) explains the merits of the interactive evaluation process in relation to programs for students with severe or multiple handicaps, behavior management programs are very similar when considering structure and objectives. He states:

...the small size, individualized curricula, and student centered objectives associated with programs designed to serve students with severe and multiple disabilities require an evaluation process tailored to the specific program. An interactional evaluation model provides a method of fitting the evaluation to specific program characteristics and goals.

Interactive evaluation uses a number of traditional methods associated with various evaluation models to answer relevant questions, but differ from traditional models in its method of formulating these questions. It utilizes structured interactions between the evaluator or evaluation team

and key individuals (e.g., administrators, program staff, parents, and students) along with empirically verified effective instructional parameters to develop a plan for evaluation. (p. 1)

Upon the development of the evaluation plan and instruments, a discrepancy evaluation format, as outlined in Steinmetz (1983), was utilized. This approach compared the match, or lack of match, between the various elements of the program and the established standards. As Steinmetz (1983) indicated, evaluation always consists of comparing a given performance with an established standard and results in discrepancy information being obtained. The establishing of relevant standards are critical to the effectiveness of evaluation, for as Steinmetz (1983) stated, "Once we are clear about how things should be, we can proceed to find out whether they actually are that way" (p. 80). In keeping with the interactive evaluation plan, the discrepancy model advocates that the clients set the standards, characteristics, or qualities that the particular program should possess. The discrepancy evaluation model, or DEM as referred to by Steinmetz (1983), "is aimed at program improvement. With the client in control of the standards and guiding the collection of performance, discrepancy information can be used to keep action flexible, responsive, and informed" (p.88).

This direct involvement of parents and staff in the formulation of the evaluation questions and the discussion of appropriate standards was seen as a unique and positive opportunity to involve these parties, and virtually insured that all important and relevant aspects of the program would be addressed.

In the questionnaires that were distributed to the parents and staff, there were a number of questions which were open-ended and required that the individuals state an opinion or feeling. In keeping with the descriptive qualitative design of phenomenological research as outlined by Colaizzi (1978), the responses to these questions, where appropriate, were analyzed and significant phrases or

sentences were extracted, with relevant thematic meanings then being formulated. The author agreed with Colaizzi's feelings that in the pursuit of measurable, observable, and readily duplicated data, human experience has often been eliminated from psychological methodology, thus at times, limiting the scope and relevance of research. As well, the use of thematic responses with such a relatively small number of subjects was seen as being an effective method to shelter them from the possibility of having their individual responses identified.

Procedures

The evaluation was conducted in the following sequence:

1. An evaluation time line was established. This was done in consultation with the system and program staff so as to insure minimal disruption to the on-going program.
2. The parties to be directly involved in the evaluation were determined. They included the parents of the children in the program, system administrative staff, and the program staff. A number of non-program staff were later selected at random to complete a questionnaire, but they were not involved in the determination of the evaluation questions or the review of appropriate standards.
3. Information was circulated regarding the intent and perceived value of the evaluation to the parents and appropriate staff members, along with an outline of possible evaluation questions. All individuals were encouraged to review the information, and to add or delete questions where deemed applicable.
4. Individual meetings were held with each group, ie., parents, program staff, and administrative staff, to formulate the actual evaluation questions and resultant performance standards. See Appendix 1.
5. Individual questionnaires were developed for each group by the evaluator. The questionnaires were based on those developed by Sobsey (1985a). See Appendix 2.

6. The questionnaires were then distributed to the parents and staff, and the on-site classroom observation was conducted by the evaluator.

7. Upon the return of the questionnaires and the compilation of the observation data, the results were analyzed and recorded.

8. The summary, conclusion, and recommendations were written, and the completed report was circulated.

Figure 2. Format to determine evaluation questions.

TASK: Design Evaluation
SCOPE: Determine Evaluation Questions
PURPOSE: To identify questions that reflect the concerns of administration, staff, and parents

ACTIVITIES:

Literature review
for evaluation questions

Interaction with
interested parties for
generating evaluation
questions

TRANSACTIONS:

1.0 Review system policies and guidelines

1.1 Review Alberta Education program
policies and guidelines

1.2 Review system policies and guidelines
for Behavior Management program

1.3 Review current educational literature

2.0 Meet with system administrators

2.1 Meet with Behavior Management
program staff

2.2 Meet with the parents of students in the
Behavior Management program

(Modified from Sobsey, 1985b)

CHAPTER FOUR - RESULTS OF THE EVALUATION

Return of Questionnaires

Questionnaires were returned by seven of the eight families whose child had attended the Behavior Management program during the school year. All six of the staff directly involved with the program, and eight out of ten non-program staff returned their particular questionnaires. The rate of return was deemed very acceptable.

Does the program provide a social-emotional climate supportive of learning and development of self-esteem?

The response by parents as to their feelings in regards to the climate of the classroom was extremely positive. Their written comments expressed pleasure with the perceived changes in the attitudes and behaviors of their children. In rating their child's attitude toward school this year, there were two responses to indicate that the child liked the program very much, four responses to indicate that the child liked the program, and one response to indicate the child's feelings to be neutral regarding the program (see Figure 3).

Figure 3. Response to parental question: How would you rate your child's attitude towards school this year?

2	4	1	0	0
likes this program very much	likes this program	neutral	dislikes this program	dislikes this program very much

When asked to comment about their response, parents replied with such statements as: "He feels wanted, important, has friends, and likes himself better." "His own attitude is changing. This is the first year that the child likes getting up in the morning and going to school." "... refuses to miss school even when ill. ... talks with enthusiasm and excitement when discussing the days events." "He received individual attention and was rewarded for good behavior." "In comparing the attitude of their child toward school this year, as opposed to last, parental comments included: "There is a dramatic contrast as he was previously was challenging the teacher." "A lot happier, ... previously hated school." "Before ... was frustrated, disliked doing homework, and was not a happy child." "Previously ... would frequently request to stay home, had frequent temper tantrums, and felt hated by everyone." Comments such as these obviously indicate that the students enjoyed being in the program.

In response to the question, "How valuable to society do you think these students are?", all of the staff indicated they felt the students were of great value. Additional written comments regarding the question indicated that the staff felt it was presumptuous to ask such a question. These students were deemed to be no different than any other students if one chose to judge inherent characteristics. During the classroom observation a high rate of staff-pupil interaction was evident. The staff appeared very sensitive to the individual academic and behavioral needs of the students. A main focus of their daily schedule is being readily available to assist each student on an individual basis.

The non-program staff appeared to have a positive attitude towards the existence of the program in the school and its' students. Some staff did express concern regarding the inappropriate behavior of some of the students and the apparent additional demands regarding counselling and administration time. However, a number of staff indicated benefits to having the program at the school,

including: learning to deal more effectively with students with behavior problems, and developing an appreciation of the severity of some of students' problems.

It is the opinion of many teacher educators, including Coloroso (1987), Dinkmeyer (1980), Dreikurs (1968), and Long, Morse, and Newman (1980), as well as the author, that the establishment of a positive social-emotional climate, where the development and enhancement of student self-esteem is emphasized, is essential when working with children with learning and/or behavioral problems. The staff of this program have certainly created such a climate.

The attitudes and expectations of the program staff regarding all students were extremely positive and realistic. During individual discussions with staff and throughout the classroom observations, the staff repeatedly demonstrated a firm yet very caring approach to working with the students. The use of sarcasm, ridicule, or put-downs was not observed. It was clearly stated by a number of staff members that these behaviors were totally unacceptable for staff and students alike. The staff identified the low self-concept of all the students as a fundamental and primary area for improvement and formally and informally addressed this issue on a daily basis.

Consistent reinforcement for appropriate behavior and the use of reasonable and logical consequences for misbehavior were the major techniques to encourage and enhance the development of student self-discipline. The frequent use of positive reinforcement had a noticeable effect on the behavior of the students. They reveled in being told that they were doing well or had successfully accomplished a task, and appeared to work harder as a result. The students were repeatedly encouraged to take responsibility for their own actions. Thus, as the consequences for misbehavior had been initially discussed in detail with each student, posted in the classroom, and reviewed often, all misbehavior was seen as a choice of the student. The disciplinary consequences, usually a time-out from the immediate activity, were consistently applied by the staff in a non-threatening and responsible fashion.

In summary, the efforts of the staff appear to have resulted in the development of a very positive, caring, and productive working atmosphere.

Is the assessment and referral data adequate for optimal program planning?

Each prospective student was assessed on an individual basis, with his or her perceived social, emotional, behavioral, and academic strengths and weaknesses being addressed. This information was compiled through the use of an application form designed specifically for the program. The form was completed by the student's teacher(s), counsellor, and administrator at his or her previous school. Included in the application were the results of individual or group intelligence tests such as the Wechsler Intelligence Scale for Children (WISC-R) and/or Canadian Cognitive Abilities Test (CCAT), and group achievement test results from the Canadian Achievement Test (CAT). Results of any individual diagnostic tests were also included. Present and past academic marks were included along with samples of written work when deemed applicable. Objective descriptions of the daily and long term emotional, behavioral, and academic difficulties of the student, as well as the type of interventions deemed to be successful or unsuccessful were also included. Major areas for improvement, as perceived the school staff, were identified.

After the initial acceptance of the student as a suitable candidate for the program, the program staff met with each student and his or her parents to complete the actual registration. No effort was made to force students to attend the program. Student and parent acceptance of the program as a viable educational option was the final criteria for admittance.

The program staff were of the opinion that the present initial assessment and referral data is quite adequate for initial program planning and the evaluator concurs. However, the program staff do emphasize that despite the comprehensive nature of the initial assessment and referral data, much of the information appears to be

situation specific, (ie., more relevant to the previous school setting), making further assessment upon entry into the program essential.

Is assessment and data collection adequate for assessing student progress?

Upon entry to the program further informal assessments were conducted to confirm the appropriate level of academic instruction for each child. Appropriate and inappropriate behaviors were observed and recorded and a baseline of behaviors for each student was obtained. This assessment and data collection occurred on an on-going basis throughout the school year and the individual student programs were adjusted as deemed appropriate. These assessments focused on the functional skills of the child in both the behavioral and academic domains. Academic testing occurred on a regular basis as the students progressed through their individual programs. Individual files, which were maintained for each student, contained the results of these assessments.

In considering the parental response to the question, "How important are periodic assessments of overall performance for your child?", the parents of five children responded that they were extremely important and two indicated that they were sometimes useful. The response from the program staff did indicate a similar feeling of importance regarding the periodic assessment of student performance. Three of the staff indicated that these assessments were extremely important and three felt that they were frequently useful. See Figure 4.

Figure 4. Response to the question: How important are periodic assessments of overall performance for each child?

Parent	5	2	0	0	0
Teacher	3	3	0	0	0
	extremely important	frequently useful	sometimes useful	rarely useful	extremely unimportant

When considering the importance of the daily collection of academic and behavioral data in each child's program, two program staff and five parents thought it to be extremely important, four staff and one parent thought it to be frequently useful, and one parent felt it was rarely useful.

As one of the program objectives was the eventual return of each of the students to the regular program, on-going assessment and regular review of student progress should have been viewed as essential and thus conducted. The assessment and review of student progress was seen by staff as being very important, and the tasks were conducted in a very thorough and competent manner.

Is the setting suitable for providing educational services to students demonstrating behavior problems?

The program was specifically located at Wes Hosford Elementary school, a regular elementary school with a wide range of academic programs and skilled staff, to enhance the opportunity for student success. Prior to the inception of the program, the principal and counsellor had expressed a strong interest in having the program located at this school. This interest and support has continued throughout the present school year. The entire program staff have striven to create a positive attitude in non-program staff and students regarding the unconditional acceptance of the program students, and their integration into all school activities.

Initially the program was located in a regular sized classroom in the school, but demands for space dictated a move to a smaller room during the year. The present classroom, while smaller and without windows, is well lit, adequately ventilated, and like any other classroom in the school. Its' walls are adorned with colorful posters, charts, and examples of student assignments. The classroom is centrally located within the building and the library, main office, counselling office, gymnasium, washrooms, and time-out room are all literally within a few steps of the room. When questioned regarding the size of the room and lack of windows,

none of the staff saw these features as problems and emphasized the benefits of the location. In the questionnaire only one parent indicated any concern regarding the room, and that was an indication that a room with windows would be preferable.

The setting is very suitable for providing educational services to students demonstrating behavior problems.

Is the program content suitable for the students?

An individual academic and behavioral plan, based on the needs identified by the previous school staff, and the initial assessment conducted by program staff was developed for each student. As the emotional, behavioral, and academic needs of these particular students were quite divergent and frequently fluctuated, student progress was continually monitored, and appropriate changes to programs were made throughout the year.

The program of each student appeared functional, age and grade appropriate, and based on the Alberta Education Curriculum. The program staff indicated that as the majority of the students initially showed significant areas of academic, as well as behavioral weakness, providing the wide range of academic assistance necessary was a challenge. That is, the staff indicated the instructional levels of the class, depending on the particular student and subject matter, could range from grades one to six. Thus, the program of studies was quite similar to that of a regular classroom, after acknowledging the various levels of instruction and emphasis on improvement of behavior. The students in the program participated in all general school activities, including a number of field trips during the year.

Individual and group counselling was an integral element of the program. The counsellor met with students as a group for two thirty minute periods per week, and on an individual basis at least once a week. The development and improvement of appropriate social, behavioral, problem-solving skills were the primary focus of this assistance. Assistance for individual situational conflicts or problems was also

provided by the counsellor. The counselling services provided were perceived by the parents, other program staff, and the evaluator to have a highly significant effect upon the success of the program.

It was evident that the staff devoted a significant amount of time and effort to insure that the academic and behavioral components of each student's program were very suitable. It is the evaluator's opinion that this task was accomplished very well.

Are the instructional processes in place optimal for learning?

As indicated in response to the previous question, the instruction of each student followed a written plan developed from the identified individual behavioral and academic needs. The instruction, primarily provided in the school setting, was presented on an individual and small group basis. The format depended upon the specific subject matter and perceived functional level of instruction of each student. Subjects such as art, music, health, and physical education were primarily taught on a group basis, while the academic subjects such as language arts, social studies, mathematics, and science, were generally taught on an individual basis. Emphasis was placed on positively reinforcing appropriate behaviors and academic skill development and not perseverating on any inappropriate behaviors or lack of academic progress.

The actual amount instructional time for students in this program did not differ from those in the regular program.

The instructional processes observed certainly appeared optimal for learning. A well established daily routine was evident and the students appeared to be progressing well through the tasks assigned.

Is the staff suited to provide the best possible programming?

When parents were asked, "How much do you think the staff care about your child?", six parents responded, very much, and one responded, some. The

other possible responses were little, or not at all. When asked to rate the quality of each of the staff, the overall rating was excellent, as opposed to above average, average, below average, or poor.

In response to the question, "How adequately do you feel your training prepared you to work with students with severe behavior problems?", one staff member felt fully prepared, three felt well prepared, and two felt adequately prepared. None indicated that they were inadequately prepared, mostly unprepared, or completely unprepared. Despite this perceived comfort level, all of the staff indicated that additional training in working with students with severe behavior problems would be of benefit to them. They indicated that they continued to upgrade their skills by reading topical information, and attending relevant workshops, seminars, in-service presentations, and conferences.

The staff that were primarily involved with these students, while having no direct previous experience with a program of this nature, did present a history of competency and success in a wide range of other regular and special education settings. The staff were selected for the program because of these skills, as well having expressed a sincere interest in working with students with behavioral difficulties. The certified staff have demonstrated a continued interest in improving their educational skills and knowledge over the past number of years in that they all have attained, or are presently completing, a graduate level degree or diploma.

In addition to the previously identified program staff, the services of a well qualified learning assistance teacher and certified speech pathologist were available and utilized when deemed appropriate.

The principal, being identified by system policy as the educational leader in the school, was ultimately responsible for the on-going supervision and evaluation of the other program staff members. This was done in a positive and professional fashion, and in accordance with system policy.

While being observed, the program staff repeatedly demonstrated an extremely positive attitude with regards to the students in this program. The staff consistently expressed the belief that these students were valuable members of society and could learn. They acknowledged that while some of the displayed behaviors were very disruptive, annoying, and often interfered with a particular student's learning process, or that of others, the students were not inherently bad. The staff were very effective at separating the deed from the doer and sending students the message, "I like you as a person, but dislike your behavior".

Research indicates that the attitudes of parents toward the competency of teachers can significantly influence the attitudes and behaviors of their children. Thus, it is important acknowledge the positive feelings of the parents of the children in this program in regards to the efforts and abilities of the staff.

In summary, it was evident to the evaluator that the staff were very well qualified to provide the best possible programming and that they should be highly commended for their sincere interest, effort, and determination to provide each of their students with an optimal opportunity for success.

Do administrative policies support optimal education of students demonstrating behavior problems?

In rating the school administrative support for the program, three parents responded that it was very high, three responded that it was high, and one was unsure of the level of support. Four of the program staff rated the school administrative support very high and two rated it as high. See Figure 5. The support demonstrated by the system (Central Office) was rated very high by three program staff, and high by the other three. No average, low, or very low ratings were recorded.

Figure 5. Response to the question: How would you rate the school administrative support for the program?

Parent	3	3	0	0	0
Staff	4	2	0	0	0
	very high	high	average	low	very low

In rating the current staff/student ratio (including the teacher, teacher aide, counsellor, administrators, and Student Services supervisor), five of the staff indicated the the present level of support was enough and one indicated a feeling that it was too low. In response to a similar question, two parents indicated that the present level of staffing was more than enough, four indicated that it was enough, and one felt there were too few staff. See Figure 6.

Figure 6. Response to the question: How would you rate the quantity of staffing?

Parent	0	2	4	1	0
Staff	0	0	5	1	0
	too much	more than enough	enough	too few	much too few

When asked to comment on their response to the above mentioned question, parental responses included: "More would be confusing. If there were less staff the students would lack the attention that they desperately need." "These students require extra attention and care in handling." "We would like to see more counselling and teacher aide time." The program staff were emphatic about maintaining the present teacher/ student ratio (1: 6). They indicated that the ratio was appropriate and that any attempt to increase the number of students would adversely affect the quality of assistance presently available for the students.

The majority of the program staff (5 out of six) felt that the school and system adequately supported the upgrading of their skills and/or training in the area of behavior management and expressed the hope that such support would continue. The other individual felt that there should be more opportunity attend workshops, visit other schools where similar programs exist, and/or be able to observe video recordings of these behavior management classrooms.

When questioned as to whether or not there were adequate funds available for instructional materials, one staff member and one parent felt that the funds were more than adequate, four staff and six parents responded that they were adequate, and one staff member felt they were a little inadequate.

The in-school administrators were directly involved in the on-going program and met frequently with the other program staff regarding the progress of individual students, as well to assist in short and long term planning in all aspects of the program.

The responses from program staff and parents indicate a high degree of satisfaction with the amount and quality of in-school administrative and system (Central Office) support for this program. The stated administrative policies, which highlighted the integration of students on a partial or full-time basis where deemed appropriate, and the maintenance of reasonable limits on student/staff ratios, were solidly supported by the program staff and parents.

It was evident that the present administrative policies and assistance are seen by parents and staff to be reasonable, appropriate, and effective. The support is greatly appreciated by the staff and parents, and has a definite positive effect on the program. The demonstrated administrative support is critical to the overall effectiveness of the program and should be maintained if the program is to continue.

Are staff utilized efficiently?

Group and one to one instruction by the teacher were used when deemed most appropriate. While the students frequently requested or literally demanded one to one instruction, emphasis was placed on the development of individual self-help skills, and a cooperative approach to group learning. As the teacher aide was in the classroom on a full-time basis, the time required in non-instructional tasks by the teacher was minimized. While the teacher aide did provide academic assistance to individuals or small groups of students, the primary role was one of providing support to the teacher.

The divergent academic and behavioral demands of these students required constant in-class monitoring and supervision, and extensive daily planning and preparation by the teacher and teacher aide. The other program staff appeared to be very well organized as to their specific roles and responsibilities and the daily classroom routine seemed well established and productive.

All program staff were involved in the regular on-going system and school in-service programs, as well as that specific to behavior management, as permitted by time and available funds.

The staff directly involved with the program appeared to be utilized very efficiently.

Are materials used efficiently?

The materials available appeared to be age appropriate and consistent with the ability range of the individual students.

A startup budget of fifteen hundred dollars was available for the initial purchase of supplies and materials. As well, the staff had access to all the other applicable resources and materials used by the regular and learning assistance program staff in the school. The texts, kits, and other materials that were purchased specifically for the program appeared to be well used and of an acceptable quality so

as to insure a reasonable usage life. The materials available appeared to have been purchased in a judicious manner and were used efficiently.

The program staff indicated that sufficient resources and program materials were available and direct observation by the evaluator supported that opinion.

Are facilities adequate and used efficiently?

A description of the classroom and its location was initially included in the discussion of the suitability of the setting for students with behavior problems. Further to that description, Wes Hosford school was a relatively new, physically attractive, and modern facility. It had attractive grounds, expansive playing fields, and a recently constructed large creative playground. The interior of the school was very clean, colorfully painted and decorated, and brightly lit. It had a spacious gymnasium and large and well-stocked library. The students in the Behavior Management program have access to all the school facilities, with the library and the gymnasium used frequently.

Overall the facilities appeared excellent and were used very efficiently.

Are the students progressing at an appropriate and/or desirable rate?

While the individual educational plans (IEP's) developed for each student included target dates for mastery of objectives, these dates were seen as being very flexible due to the nature of each student's academic and behavioral difficulties. Thus, the IEP's were revised or modified frequently throughout the school year depending on the progress of each student.

When the parents were asked to describe the amount of progress that they felt their child had made academically since entering the program, two indicated very substantial progress, three indicated substantial progress, one indicated adequate progress, and one indicated a feeling that no progress had occurred. The individual responses from the program staff were averaged. The result indicated that

three students had shown very substantial academic progress, four substantial progress, and one adequate progress.

Similar results were obtained when the parents and staff were asked to describe the amount of progress the child had made behaviorally since entering the program. The parents of three children indicated that they felt there had been very substantial progress in their child's behavior since the beginning of the program, three others indicated substantial progress, and the parents of one child indicated that they felt no progress or change had occurred. The average of the staff responses indicated a feeling that five of the students had demonstrated very substantial progress in regards to their behavior, two had improved substantially, and one had progressed adequately. See Figure 7.

Figure 7. Response to the questions: Which statement best describes the amount of progress your child has (the students have) made academically/ behaviorally since entering the program?

<u>Academically</u>			<u>Behaviorally</u>	
<u>Parent</u>	<u>Staff</u>		<u>Parent</u>	<u>Staff</u>
2	3	very substantial progress	3	5
3	4	substantial progress	3	2
1	1	adequate progress	0	1
0	0	less than adequate progress	0	0
1	0	no progress/no change	1	0
0	0	no progress/regressed	0	0

Note: The staff columns include reference to all students. One parent questionnaire was not returned.

Thus, the perceptions of the parents and program staff were relatively consistent regarding the academic and behavioral progress of the students.

The evaluation measures utilized for the academic subjects did indicate progress for each student over time. Percentage grades were not used to indicate academic achievement. As with the behavioral assessment, ratings of progress in accordance with the individual educational plan (IEP), were utilized. The ratings included: commendable progress, very good progress, satisfactory progress, and needs improvement. This method of evaluation is in keeping with the system evaluation policy which allows for variation to the assigning of percentage grades when IEP'S have been developed. Two students progressed so well academically and behaviorally that they had been fully integrated into the regular program during the school term.

The individual academic and behavioral plans did indicate adequate progress or better for all students.

Does the program meet the needs of the students' families?

In response to the question, "Do you feel that the educational procedures and techniques used with this program are the best available?", three parents indicated that they felt the methods were among the best, three indicated that they were better than average, and one indicated uncertainty as to the quality of the methods used. There were no responses to indicate that the program was worse than average, or among the worst.

The results of the program staff and parent questionnaires indicate that the most common methods of communication between the school and the home were telephone calls and notes or letters sent home with the students. While there was no daily or formal schedule established for communication between the school and the home, the individual response of parents indicated that the number of contacts (on average) per month varied between once a month and two to four times per month.

The parental estimates of contacts per month and the estimates of the program staff differed in that the staff indicated that contact was made somewhat more frequently than reported by the parents.

When considering the school policy or attitude towards parents visiting their child's classroom, three parents indicated that they felt they could visit if they prearranged the visit, two indicated a feeling that they could visit anytime they wished, one indicated that they felt they could visit anytime they wished and were encouraged to do so, and one parent indicated uncertainty regarding the policy. The staff responses were quite similar in that five staff indicated that parents could visit if prior arrangements were made, and one indicated that the parents were welcome anytime, with visits actively encouraged. See Figure 8.

Figure 8. Response to the question re: The school policy towards parents visiting the classroom.

Parent	Staff	
0	0	are not allowed to visit
0	0	are discouraged from visiting
3	5	may visit if prearranged
2	0	may visit at any time wished
1	1	are welcome any time and visits are actively encouraged
1	0	not aware of the policy

In response to the questions, "What kind of school activities do you participate in?", and, "How often do you participate in them?", six of the seven parents indicated that they had participated in no activities, and one indicated that meetings and other activities were attended when possible. When the staff were asked, "Is parental involvement in school activities helpful?", all of the staff felt that

it was helpful, with three indicating that it was very helpful. None of the staff felt that parental involvement in school activities was not helpful, or harmful.

When parents were questioned as to whether or not the program staff had given them specific training to help carry out programs at home with their child, one responded yes, frequently, one responded yes, occasionally, two responded yes, rarely, and three responded no. Five of the seven parents who responded indicated more of this type of training would be useful to them.

The final question relating to meeting the needs of the parents to be considered was, "How well informed have school staff kept you about your child's activities and progress in school?". The parental responses included two families who felt partially informed, two who felt mostly informed, and two who felt completely informed. See Figure 9.

Figure 9. Response to the question: How well informed have school staff kept you about your child's activities and progress in school?

0	2	3	2
not at all informed	partially informed	mostly informed	completely informed

The lack of parental involvement in school activities should not be necessarily viewed as lack of parental support. In many of the families both of the parents are employed outside of the home. Moreover, one parent did indicate that assistance was offered but the perception was that staff were not interested.

When considering the response to the above questions, the program appears to have met the perceived needs of the parents to varying degrees. While no parents indicated dissatisfaction regarding the meeting of their needs, it was evident that some parents were more informed and involved in regards to the program more than

others. Recommendations regarding communication between the school and home, and parental involvement with the program will follow.

Are transportation services adequate?

Not all the students attending the program use the system transportation services as some are within walking distance of the school. Of the four families who rated the current transportation services for their child, two responded that the services were excellent, one rated the services as good, and one rated the services as poor. The staff responses included three excellent and three good responses.

The parent and staff members who rated the services as only good, gave the lengthy ride as the reason for concern. The parent who responded with a poor rating of the services indicated that the child had experienced some difficulty with a particular driver. It was felt that better training for drivers to deal fairly with students would be beneficial. There were no further comments or concerns expressed by parents or staff.

While one of the criteria for locating the Behavior Management program at Wes Hosford school was the schools' relatively central location in relation to the other elementary schools in the system, students attending the program from the Fort Saskatchewan or Ardrossan areas of the County do experience long bus rides to and from school. However, the lengthy ride does not interfere with instructional time. The students in the program arrive and leave at the same times as students in the regular program. Alternative locations were initially considered but similar problems were predicted with these locations as well.

From direct observation, and after consultation with the program staff and the school systems' Transportation Supervisor, it was the evaluator's opinion that transportation services for these students were safe, reliable, and well supervised. While not discounting the individual concerns of parents, the majority of drivers transporting these particular students appeared to demonstrate reasonable rapport

with the students, with the rides to and from school being relatively enjoyable for most students.

Does the program comply with the stated program goals and objectives?

As previously described, the majority of parents, (ie., five out of seven who responded to the questionnaire), felt that the current program was extremely effective in teaching students with behavioral problems. It was evident to the evaluator that the program focused on addressing the emotional and or behavioral problems which had interfered with the success of the students in their previous schools. The students were taught effective problem solving skills and how to relate to others. The staff emphasized the unique dignity and self-worth of each student and encouraged and reinforced responsible self-discipline. A major focus was the improvement of each student's social, behavioral, and academic skills, so that their eventual return to the regular classroom would be successful.

Individual educational and behavioral plans were well developed and effectively utilized, but full participation in the creation of these plans did not occur with all parents and students. When parents were asked the question, "Does the school staff encourage and allow your assistance in planning your child's educational and behavioral program?", two families responded yes, full participation, and the remaining five families responded no. See Figure 10.

Figure 10. Response to the question: Does the school staff encourage and allow your assistance in planning your child's educational and behavioral program?

2	yes, full participation and I like it
0	yes, but I'd like more participation
0	yes, but they expect too much participation from me
5	no

The same distribution of responses occurred when parents were questioned regarding the participation of their child in the planning of their program.

The program, as observed by the evaluator, and critiqued in the staff and parent questionnaires, appears to comply with the initially stated program goals and objectives, except for the involvement of all parents and students in the planning of the individual programs. While not seen as a major flaw in the program, it is an aspect which could be improved.

Does the program comply with Alberta Education Guidelines?

The program did comply with the Alberta Education position on the delivery of special education services as summarized in this set of statements:

1. Students having special needs will have those needs served.
2. Where possible, students with special educational needs will be served in the regular school setting - mainstreamed.
3. Some special needs students may require a protected educational setting for at least part of their educational career. Whenever it is in the student's best interests, this setting will be considered valid as part of the range of services to be provided.
4. Whenever it is in the best interests of the special needs students, they will be moved from a more protected educational setting towards a less protected class placement. (Alberta Education, 1986, p. U-2)

The individual educational program plans established for each student are based on the Alberta Education (1984) Elementary Program of Studies. Educational and behavioral objectives were clearly established for each student and adjusted appropriately as progress occurred. The duties of the teacher aide were clearly identified and included assisting, in part, with the instructional process.

It was evident that all program staff were very aware of the resources in the community applicable to this program, and did consult, when deemed appropriate,

with other professionals in the system and the community. As a number of the students in the program were in receipt of medical or psychiatric assistance, consultation with the respective professionals did occur.

Are the services provided in a cost efficient manner?

An initial budget for the school year, including supplies and materials, equipment, and staff salaries, was established and expenditures did not exceed this budget. The services provided were obviously more costly than if the students had been enrolled in a regular school program and did not require specialized assistance for behavioral or academic problems.

Exactly how much more costly would be extremely difficult, if not impossible, to determine due to a number of variables. One could extrapolate a dollar cost per student by dividing the perceived total cost of the program by the number of students in the program, and then compare this figure to a similar ratio using the costs incurred and students enrolled in the regular school program. However, what is omitted in this comparison is the cost of intangible amount of teacher, counsellor, administrative, and consultant time which would be needed to assist students with severe behavioral problems if they were to remain in a regular program. Further discussion of this issue will be included in the following chapter.

The services available for the students in this program appear to have been provided in a cost efficient manner.

Is integration and normalization occurring to the greatest extent possible?

As previously indicated the program was located in a regular school setting for the primary purpose of enhancing the normalization and integration of these specific students. The program students were integrated in all common non-academic activities of the school. This included participating in school assemblies, field trips, and sharing common recess and lunch breaks with other students in the school.

At the time of the evaluation, integration of students into the regular academic classrooms was initiated when program staff felt that a particular student could succeed academically and behaviorally. Initial regular class placement was done on an individual basis and the number of classes in which a student was integrated increased as the student continued to experience success. The program staff indicated that two students had been totally integrated into the regular program, and three others were integrated on a partial basis.

However, parental response to the question, "How much integration do you think currently occurs between students in this program and the other students in the school?", indicated some uncertainty or lack of awareness of what was actually occurring. Four parents indicated that they felt as much integration as appropriate was occurring, while two indicated the feeling that very little integration was occurring, and one parent indicated uncertainty as to the amount of integration occurring. See Figure 11.

Figure 11. Response to the question: How much integration do you think currently occurs between students in this program and other students in the school?

4	0	0	2	0	1
as much as appropriate	some integration	little integration	very little integration	no integration	not sure

The variance between parental perceptions and what is actually happening at the school indicates a need to clarify this aspect of the program. While the parents who responded with uncertainty, or that very little integration was occurring, may be the parents of those students who have yet to progress to the point of academic integration, all parents should be clearly aware of all aspects of the integration of the students.

CHAPTER FIVE - SUMMARY

Evaluation Summary

The results of the evaluation indicated that the program was effective in improving the behavioral and social skills of the students. Two of the students had been totally integrated into the regular program and three others on a partial basis during the school term. One student left during the term to enrol in a program outside of the system. The parents, program staff, and evaluator were clearly satisfied that the educational and behavioral needs of the students in the program were satisfactorily addressed. The staff and parents indicated a positive change in the attitude of the children regarding their feelings toward school, themselves, and others, and expressed a strong desire to see the program continue.

There were a number of positive characteristics of the program and only a few characteristics identified to be considered for review or improvement. Overall the program met or exceeded the stated objectives and was seen by the author to be a very effective method of intervention for elementary students who displayed severe disorders.

Some of the most positive aspects of the program included:

1. the very positive social-emotional climate ;
2. an appropriate, attractive, and functional educational setting;
3. the development of realistic and appropriate individual educational and behavioral plans;
4. the inclusion of individual and group counselling to enhance the development of social and behavioral skills;
5. positive assistance, support, and direction from school and system administrative staff;
6. a skilled, dedicated, and caring staff;

7. a reasonable student to staff ratio and the efficient utilization of the staff;
8. the efficient utilization of materials and facilities;
9. the indication of improvement in student behavior and academic skills;
10. an very adequate system of transportation;
11. compliance with the stated goals and objectives, as determined by the system and Alberta Education; and
12. the services being provided in a cost efficient manner.

The characteristics of the program to be considered for review or improvement included:

1. the amount of involvement of students and parents in the initial planning of the IEP's;
2. the method and frequency of communication between the staff and the parents;
3. a review of the orientation methods for students and parents, with the intent of increasing the awareness of all aspects of the program, including improved knowledge regarding integration.

Recommendations

The following recommendations were those of the evaluator and had no binding effect on the school system or program staff. The recommendations were made solely as suggestions to maintain or improve the already present excellent level of service. There were no glaring or major weaknesses observed or reported regarding the program.

Recommendation 1: Continue the program for the 1988-89 school term.

The initial success, as indicated by the results of the evaluation, warrants continuation of the program. The behavioral and academic improvement of the students in the program, and specifically the amount of integration of students into the regular program should be viewed very positively. Parental comments such as,

"This program should be available in all schools. We are grateful to the school for taking our child, and turning a very troubled child into a content one.", and "Thank God for the extra help. There has been a considerable difference in our child's attitude towards school and learning, as well as improvements at home.", highlight the value of the program to both the students and their parents.

Recommendation 2: Have the program remain at the present school.

Although concern had been expressed regarding the long bus ride for at least two of the students, placing the program at any other location within the school system would cause similar difficulties. The positive rapport established between the present staff, students, and parents, the established format for integration in academic and non-academic activities, and the excellent physical facilities, are very good reasons to have the program remain at Wes Hosford school. The continuity of the program as established will assist the students who may remain in the program in the next school term.

Recommendation 3: Maintain the present staff to student ratio.

This refers to maintaining the present maximum teacher to student ratio of 6:1, the full time teacher aide, and the additional counselling and administrative time. The behavioral and academic needs of these students are extremely demanding. The instructional range in academic subjects for the present students was from grade one to grade six. Fewer staff would create an inordinate amount of difficulty for the remaining staff, and reduce the effectiveness of the program.

Recommendation 4: Funds should be available for on-going, planned professional development for staff.

Initial funds were made available for program staff members to improve their skills in the areas of classroom management and discipline and behavior disorders, and this funding should continue. Working with this type of child is very demanding and the staff should be encouraged and assisted in enhancing their

present skills on an on-going basis. A written plan, outlining topics identified as priorities for improvement, should be established.

Recommendation 5: Establish a regular form of communication between the staff and the parents.

While none of the parents expressed dissatisfaction with the present type or amount of communication between the staff and themselves, there were comments to indicate that a regular form of communication would be preferred. This appeared to be a reasonable request and could be accomplished by creating a one page checklist regarding the academic and behavioral progress of each student, which could be sent home twice a month. Space for additional comments by staff and parents could be included. This format would be in addition to the present contact which is primarily done by telephone.

Recommendation 6: Establish a written policy and guidelines regarding the integration of students into the regular academic program.

Parental response during the evaluation indicated a lack of clarity and understanding regarding the amount and type of integration which occurred during the past year. Having a written policy and guidelines would assist both parents and students in understanding the opportunities available to them, and would clearly identify the conditions and parameters of the integration process.

The issues of maximum length of stay of students in the program before a return to the regular program, (i.e., is two years the maximum?), and whether or not students must return to their original elementary school upon total integration in the regular program, should be reviewed and considered for inclusion in the policy statement.

Recommendation 7: Include students and parents in the initial development of the individual behavioral and educational plans.

While this was included as one of the primary objectives of the program, only two of the seven parents who responded to the questionnaire, indicated that this form of participation had occurred in the past year. Those parents and students who were involved in the planning process deemed it to be beneficial. The process should be conducted with all parents and students as it is an excellent opportunity to enhance the students' ownership for their behavior and learning, and to involve parents more in the education of their child.

Recommendation 8: Offer selected parenting skills assistance.

Five of the seven parents who responded to the questionnaire indicated that more assistance in regards to parenting skills would be useful to them. The intent is not to suggest that school staff plan and teach an entire parenting course, but in discussion with parents major topics of interest could be determined, and arrangements could be made bring in guest speakers or use the resources of the local family and community service agency. As parents expressed a need for more assistance, and a willingness to improve their skills in working with their children, it would be of benefit to assist them.

Implications for Teaching

What this program has demonstrated is that given a smaller, more individualized environment, and a group of well-trained, sensitive, caring, and realistic staff members, with a well designed curriculum and discipline plan, significant gains were made in improving the behavioral and academic skills of a number of previously highly disruptive children.

While, it is the contention of authors such as Safer (1982), that these types of programs cannot be deemed effective because of the lack of long term behavioral change, this author disagrees. The program did affect a significant change in the

immediate behavior of the students and should not be held accountable for what may happen in the future. Perhaps one of the reasons that long term behavioral changes have not occurred in the past, for at least some of the students, is the effect of the school environment to which they returned.

There are a number of factors which contribute to the misbehavior of children in schools, including biophysical, cultural, personality, family, and those inherent to the schools. Educators must recognize and accept their limitations as to affecting a change in student behavior, but also accept that factors such as insensitivity to individuality, inappropriate expectations, inconsistency in behavior management, nonfunctional or irrelevant instruction, and/or insufficient reinforcement all can contribute to student misbehavior.

These factors need to be addressed in every school on an on-going basis, for what this program provided the students should be universally available. That is, all students should be educated in an environment where: there are sensitive, skilled teachers; fair, reasonable, and sensible rules which enhance the development of student self-discipline; the use of positive reinforcement and logical consequences are used, as opposed arbitrarily assigned punishments; and, appropriate and reasonable behaviors, and problem-solving skills are modelled and taught.

This is not to say that if all schools provided such an environment that severe behavior problems would disappear, for there will always be some students who despite an optimal learning environment, will choose to misbehave, or whose emotional condition severely reduces their ability to demonstrate responsible behavior. However, it is the authors opinion that schools in which such an environment presently does exist, have significantly fewer behavior problems.

Educators must accept the development of appropriate behavior as a learning process. Thus, the children will progress at different rates and require different

teaching methods and types of assistance to develop their behavioral skills. The use of a segregated classroom is seen by the author as being an integral part of a continuum of behavioral services which should be available to all students.

Recommendations for Further Research

While it is the authors belief that no perfect model for dealing with student misbehavior will be developed, further research into the factors which contribute to misbehavior and effective teaching strategies for those students who are severely disruptive, should be conducted. The research should not be restricted to empirical methods, for despite the inherent desire of some psychologists and educators to absolutely predict and control the behavior of others, this evaluation has shown behavior change can occur merely through direction and reinforcement.

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Appendix 1. Evaluation Plan
(modified from Sobsey 1985a)

EVALUATION PLAN

QUESTION	STANDARD	SOURCE	INSTRUMENT
1.0 Does the program provide a social-emotional climate supportive of learning and development of self-esteem?	1.1 Teacher attitudes and expectations are positive.	Teachers	Teacher survey
	1.2 Non-program school staff attitudes are positive.	Staff	Staff survey
	1.3 High rates of reinforcement and logical consequences are evident.	Direct observation	Evaluator notes
	1.4 Staff- pupil interaction rate high.	Direct observation	Evaluator notes
	1.5 Parents report children "enjoy" school program.	Parents	Parent survey
	1.6 Opportunities for social interaction are maximized.	Teacher/aide	Teacher/aide survey
	1.7 Staff are involved in advocacy activities for students and program.	Program staff	Staff survey
2.0 Is assessment and referral data adequate for optimal program planning?	2.1 Assessment is individualized.	Review records	Evaluators report
	2.2 More than one instrument is used.	Staff	Teacher survey
	2.3 Assessment is objective.		Parent survey
	2.4 Assessment is criterion referenced.		Evaluators report

QUESTION	STANDARD	SOURCE	INSTRUMENT
	2.5 Assessment uses parental input.		
	2.6 Assessment uses formative data daily to long term.		
3.0 Is assessment and data collection adequate for assessing student progress	3.1 Assessment data is reflected in program changes.		Evaluators report
	3.2 Assessment reflects academic and behavioral domains.		
	3.3 Assessment focus is on functional skills.		
	3.4 Assessment data is kept in each student's file.		
4.0 Is the setting suitable for providing educational services to students demonstrating behavior problems?	4.1 Setting is integrated.	Direct observation	Evaluator notes
	4.2 Setting is conveniently located.		
	4.3 Setting is safe.		
	4.4 School staff and students in other programs receptive.	Staff	Survey
	4.5 Active admin. training and support is provided to foster integration.		
	4.6 Setting is as much like the rest of the school as possible.	Direct observation	Evaluator report
	4.7 Setting is age appropriate.		

QUESTION	STANDARD	SOURCE	INSTRUMENT
5.0 Is the program content suitable for the students?	5.1 Programs are individualized.	Student records	Evaluator report
	5.2 Programs are functional.		
	5.3 Programs are age and grade appropriate		
	5.4 Programs are based on needs generated in assessment and identified during term.		
	5.5 Activities provide regular opportunities for community interaction.		
	5.6 Programs are based on Alberta Education Curriculum.		Alberta Education Curriculum
	5.7 Programs include individual and group behavioral counselling.		Evaluator notes
6.0 Are the instructional processes in place optimal for learning?	6.1 Instruction follows a written program.	Classroom observation	Evaluator notes
	6.2 Instruction follows IEP objectives.		
	6.3 Instruction provides high rate of reinforcement.		

QUESTION	STANDARD	SOURCE	INSTRUMENT
	6.4 Instruction includes group and individual formats.		
	6.5 Instructional time is at least equal to "regular" program time.		
	6.6 Instruction is provided in the classroom and/ or natural environments.		
7.0 Is the staff suited to provide the best possible programming?	7.1 Staff is specifically trained.	Staff	Survey
	7.2 Staff has positive attitude. - believes students can learn - believes system of teaching is effective - believes students are valuable members of society.	Staff	Survey and direct observation
	7.3 Staff demonstrates required competence		
	7.4 School system staff includes: - learning assistance teacher - speech pathologist - behavioral consultant		
	7.5 Program staff are appropriately supervised and evaluated.		

QUESTION	STANDARD	SOURCE	INSTRUMENT
8.0 Do administrative policies support optimal education of students demonstrating behavior problems?	8.1 Policies foster integration.	Written policy guidelines	Guidelines
	8.2 Policies include reasonable limits on student/staff ratios.	Program staff & parents	Staff & parent survey
	8.3 Policies include administration participation in planning meetings with program staff.		
	8.4 Policies include adequate time for program development.		
	8.5 Policies provide for ensuring adequate funds for staff and supplies.		
9.0 Are staff utilized efficiently?	9.1 Aide is utilized to maximum extent.	Staff	Interviews
	9.2 Inservice time provides meaningful benefits.		
	9.3 Time required in non-instructional tasks by teacher is minimized.		
	9.4 Group and 1 to 1 instruction are used to maximize instruction.	Direct observation	Evaluator notes

QUESTION	STANDARD	SOURCE	INSTRUMENT
10.0 Are materials used efficiently?	10.1 Program materials are consistent with individual grade levels.	Teachers	Evaluator notes
		Administrators	Survey
	10.2 Purchased materials are utilized.		
	10.3 Purchased materials have reasonable usage life.	Program staff	Evaluator notes
	10.4 Program materials are age appropriate.		
11.0 Are facilities adequate and used efficiently?	10.5 Sufficient program materials are available.		
	11.1 Adequate space is available.	Visual inspection	Evaluator notes
	11.2 Use of space is integrated with use by other students.		Staff survey
	11.3 Distance between classroom and other student facilities is not excessive.		
12.0 Are students progressing at an appropriate and/or a desirable rate?	12.1 IEP's indicate mastery of objectives by most target dates.	Student records	Evaluator notes
		Parents	Parent survey
	12.2 IEP's indicate program revisions for objectives not mastered by target dates.	Program staff	Staff survey
	12.3 Program data indicate regular progress for all or nearly all students.		Individual tests

QUESTION	STANDARD	SOURCE	INSTRUMENT
	12.4 Summative evaluation measures in student's records indicate progress over time in program.		
	12.5 Parents report progress.		
	12.6 Teachers report progress.		
13.0 Does the program meet the needs of the students' families?	13.1 Close liaison is maintained between school and parents.	Parents Program staff	Parent survey Staff survey
	13.2 Parents and other caregivers are encouraged to visit and participate in programs.		Evaluator notes
	13.3 A system for daily or regular communication between parents and school staff is in place and working.		
	13.4 Parents are encouraged to participate in appropriate inservice activities.		
14.0 Are transportation services adequate?	14.1 Transportation is safe, reliable, and supervised.	Parents Teacher	Parent survey Teacher survey
	14.2 Transportation requires a reasonable amount of time.	Direct observation	Evaluator notes
	14.3 Transportation time does not interfere with instructional time.		
	14.4 Transportation drivers demonstrate rapport with students.		

QUESTION	STANDARD	SOURCE	INSTRUMENT
15.0 Does the program comply with stated program goals and objectives?	14.5 Rides to school are a pleasant experience for students.		
	15.1 Program teaches students to relate to others.	Program goals	Evaluator notes
		Teacher	Teacher survey
	15.2 Program teaches students problem solving skills.	Parents	Parents survey
	15.3 Program maximizes students ability to function in current environment.		
16.0 Does the program comply with Alberta Education guidelines?	15.4 Program provides recognition of unique dignity and self-worth.		
	15.5 Program prepares students for function in regular school programs.		
	16.1 Individual program plans for each student (educational and behavioral) exist.	Alberta Ed. guidelines	Evaluator notes
	16.2 Behavioral objectives are clearly stated.		
	16.3 Teacher aide assists with part of instructional process.		
	16.4 Teacher consults with other professionals in system and community.		

QUESTION	STANDARD	SOURCE	INSTRUMENT
17.0 Are services provided in a cost efficient manner?	17.1 Costs are justified by benefits.	Benefits data from teachers, parents, and other program staff.	Evaluator notes
		Cost data from administration.	
18.0 Is integration and normalization occurring to the greatest extent possible?	18.1 School includes students without behavior problems.	Admin	Evaluator notes
		Program staff	
	18.2 School allows program students to attend part-day programs in other categorized classrooms.	Direct observation	
		Parents	Parent survey
		Teachers	Teacher survey
	18.3 Students in program have established pathways to graduate into other programs in school and/or system.		
	18.4 Program students are integrated in non-academic activities.		

Appendix 2. Questionnaires
(modified from Sobsey 1985a)

Dear

The Strathcona County Board of Education has approved the conducting of a formal evaluation of the Behavior Management program at Wes Hosford Elementary School. The evaluation is being conducted to determine the strengths, weaknesses, and rationale for the continuation of the program, and is also serving as my Master of Education degree (School Psychology) thesis.

The specific evaluation model being used is unique in that it involves parents and school staff identifying and adopting appropriate evaluation questions. To develop a thorough and relevant set of evaluation questions it is imperative that we have your input as parents!

We are planning to hold a meeting on:

DATE: THURSDAY, APRIL 14, 1988.
TIME: 7:30 - 9:00 PM
LOCATION: WES HOSFORD SCHOOL - LIBRARY

Included with this letter are number of *possible* evaluation questions. They are included solely to give us an initial framework for discussion on April 14th.. Please review the questions prior to the meeting and add any that you feel should be included.

A few days after the completion of the meeting each parent will be given the opportunity to complete a brief (anonymous) questionnaire addressing the questions formulated at the meeting.

The entire evaluation is scheduled to be completed by the end of April. While the formal document may not be entirely completed by the end of the school term, I will personally insure that each family receive a summary before that date.

If you have any questions or concerns regarding this meeting or the evaluation, please contact me at

Please take the time to join us on April 14th. The results of this evaluation may have some bearing on whether or not the program will continue!

Sincerely,

Jim Coombs
Supervisor, Student Services
Strathcona County (on sabbatical)

April 15, 1988.

Dear

Please find enclosed a questionnaire that will assist in the present evaluation of the Behavior Management program at Wes Hosford Elementary School. *Your cooperation in completing and returning this questionnaire is essential to ensuring a meaningful and accurate evaluation.*

Please do not place your name on the questionnaire. All questionnaires will be destroyed after the data has been compiled and no other school or system staff will have access to your responses.

Please complete the questionnaire in an open and honest manner. That is, to be effective your concerns or identified areas of weakness and strength must be included. Expressing concerns will not contribute to the program being discontinued. Space has been provided for any additional comments that you feel are relevant to the evaluation, or if you prefer to call, my phone number is

.....
Please complete the questionnaire and have your son or daughter return it to school (in the envelope provided) as soon as possible. They must be returned by April 22, 1988.

If you have any concerns or questions regarding the content of the questionnaire please call me.

Thank you. Your cooperation is greatly appreciated.

Sincerely,

Jim Coombs
Supervisor, Student Services
Strathcona County
(on sabbatical)

**ELEMENTARY BEHAVIOR MANAGEMENT PROGRAM
(STRATHCONA COUNTY)**

EVALUATION

PARENT QUESTIONNAIRE

1. (a) How old is your child? _____ years

(b) Do you feel that the Behavior Management Program at Wes Hosford Elementary School is an appropriate program/school placement for your child?

_____ yes _____ no

(c) If no, why not?

2. (a) How would you rate your child's attitude about school this year?

likes this
program
very much

likes this
program

neutral

dislikes this
program

dislikes this
program
very much

(b) Please explain what makes you think so.

(c) How does this attitude compare to the attitude of your child before he/she entered this program?

3. How important is an individual program plan for the education of your child?

extremely
important

frequently
useful

sometimes
useful

rarely
important

extremely
unimportant

4. How important are periodic assessments of overall performance your child?

extremely
important

frequently
useful

sometimes
useful

rarely
important

extremely
unimportant

5. How important is the daily collection of academic and behavioral data in your child's program?

extremely frequently sometimes rarely extremely
 important useful useful important unimportant

6. (a) How much integration do you think currently occurs between students in this program and other students in the school?

as much as some little very little no
 appropriate integration integration integration integration

- (b) Are there any changes in the integration of your child with others in the school that you would like to see?

7. How effective do you think the current program at Wes Hosford School is for teaching students with behavioral problems?

extremely adequately not very totally
 effective effective effective effective

8. How would you rate the school administrative support for the program?

very high high average low very low

9. Which statement below best describes the amount of progress your child has made academically since entering the program?

___ very substantial progress
 ___ substantial progress
 ___ adequate progress
 ___ less than adequate progress
 ___ no progress/no change
 ___ no progress/regressed

10. Which statement below best describes the amount of progress your child has made behaviorally since entering the program?

___ very substantial progress
 ___ substantial progress
 ___ adequate progress
 ___ less than adequate progress
 ___ no progress/no change
 ___ no progress/no change

11. Is there a specific system set up by your child's teacher to ensure daily or regular communication between the school and home?

___ yes ___ no

12. How often (on average) does the school staff communicate with you?

- ☐ daily
- ☐ 2-4 times per week
- ☐ weekly
- ☐ 3 times per month
- ☐ monthly
- ☐ less than monthly

13. How does the school staff communicate with you?

14. Which best describes the school policy or attitude toward you visiting your child's classroom?

- ☐ I am not allowed to visit
- ☐ I am discouraged from visiting
- ☐ I may visit if I prearrange to.
- ☐ I may visit any time I wish.
- ☐ I may visit whenever I wish and am actively encouraged to visit.

15. What kinds of school activities do you participate in? How often do you participate in them?

16. (a) Have you ever been invited to join in staff training (inservice) activities?

☐ yes ☐ no

(b) If yes, did you participate?

☐ yes ☐ no

(c) If yes, was the training useful?

☐ yes ☐ no

17. How well informed have school staff kept you about your child's activities and progress in school?

☐ not at all informed	☐ partially informed	☐ mostly informed	☐ completely informed
---	--	---	---

18. (a) Have school staff given you specific training to help you carry out programs at home with your child?

- ☐ yes, frequently
☐ yes, occasionally
☐ yes, rarely
☐ no

(b) Would more of this training be useful to you?

- ☐ yes ☐ no

19. Does the school staff encourage and allow your assistance in planning your child's educational and behavioral program?

- ☐ yes, full participation and I like it
☐ yes, but I'd like more participation
☐ yes, but they expect too much participation from me
☐ no

20. Does the school staff encourage and allow your child to participate in the planning of his or her educational and behavioral program?

- ☐ yes, full participation
☐ yes, but I'd like to see more participation
☐ yes, but they expect too much participation from the child
☐ no

21. How would you rate the current transportation services for students in this program?

- ☐ excellent ☐ good ☐ average ☐ fair ☐ poor

22. If you rated the transportation services less than excellent, what would need changing to make them excellent?

23. The present level of staffing for the 6 students in the program includes:

- one full time teacher
- one full time teacher aide
- additional counselling time
- additional administration time
- assistance from the Supervisor, Student Services

(a) How would you rate the quantity of staffing? (Please check)

- ☐ too much ☐ more than enough ☐ enough ☐ too few ☐ much too

(b) Please comment as to why you chose this response.

(c) How would you rate the quality of each of these staff? (Please check)

	Excellent	Above Average	Average	Below Average	Poor
Teacher	_____	_____	_____	_____	_____
Teacher aide	_____	_____	_____	_____	_____
Counsellor	_____	_____	_____	_____	_____
Administrator	_____	_____	_____	_____	_____
Supervisor, (Student Services)	_____	_____	_____	_____	_____

24. How much do you think the staff care about your child?

 very much

 some

 little

 not at all

25. Do you feel the educational procedures and techniques used with this program are the best available?

 among the
 best

 better than
 average

 good

 worse than
 average

 among the
 worst

26. Are the resources and materials used with this program adequate and appropriate?

 very adequate

 adequate

 inadequate

 very inadequate

27. Please include any other comments or concerns that you would like considered in this evaluation.

April 15, 1988.

Dear Colleague,

The Strathcona County Board of Education has approved the conducting of a formal evaluation of the Behavior Management program at Wes Hosford Elementary School. The evaluation is being conducted to determine the strengths, weaknesses, and viability of the program, and is also serving as my Master of Education degree (School Psychology) thesis.

Although employed by the Board of Education, I am assuming the role of an independent evaluator for the purposes of this evaluation. In conducting this evaluation I need some information from teachers at Wes Hosford School who are not in the Behavior Management program. You have been selected as a part of the sample of teachers.

Please take the time to complete the following questionnaire and return it (in the envelope provided) to as soon as possible. Your participation is vital for an accurate evaluation. Please do not include your name. All individual responses will be seen by only myself, and will be kept strictly confidential. If you have any questions or concerns please call me at

Please return this survey by Monday, April 25, 1988.

Your cooperation is greatly appreciated!

Sincerely,

Jim Coombs
Supervisor, Student Services
Strathcona County
(on sabbatical)

**ELEMENTARY BEHAVIOR MANAGEMENT PROGRAM
(STRATHCONA COUNTY)**

EVALUATION

NON-PROGRAM STAFF QUESTIONNAIRE

1. At what grade level(s) do you teach? _____
2. What subjects do you teach?
3. How long have you taught at Wes Hosford Elementary School?
_____ year(s)
4. Do students in your classroom interact with students in the Behavior Management Program?
_____ yes _____ no
 - (a) If yes, on average, for about how many minutes per week?
 - (b) If yes, in what activities?
4. (a) Do students from the Behavior Management program spend time in your classroom?
_____ no
_____ Rarely, once or twice a week
_____ Occasionally, once or twice per month
_____ Regularly, one to four times per week
_____ Daily
 - (b) If regularly or daily, how many students from the Behavior Management program attend your classes?

(c) Are these students involved in regular classroom instruction or other activities? Please explain.

5. What, if any, do you see as **benefits to your students** of having the Behavior Management program at Wes Hosford School?
6. What, if any, do you see as **disadvantages to your students** of having the Behavior Management program at Wes Hosford School?
7. What, if any, do you see as **benefits to you** of having the Behavior Management program at Wes Hosford School?
8. What, if any, do you see as **disadvantages to you** of having the Behavior Management program at Wes Hosford School?
9. How much time per week do you spend interacting directly with students in the Behavior Management program?
10. How much time per week do you spend interacting directly with staff in the Behavior Management program?

11. If you could make any changes in the integrating of students from the Behavior Management program into other classes in your school, what changes would you make?

12. (a) Prior to the beginning of the past school term, were you aware that the Behavior Management program would be in Wes Hosford School?

(b) Were you told that students from this program might be integrated into your classroom?

13. Please include any other comments or concerns that you would like considered in this evaluation.

April 15, 1988.

Dear Colleague,

As you are aware the Strathcona County Board of Education has approved the conducting of a formal evaluation of the Behavior Management program at Wes Hosford Elementary School. The evaluation is being conducted to determine the strengths, weaknesses, and viability of the program, and is also serving as my Master of Education degree (School Psychology) thesis.

Enclosed is a questionnaire that will help complete the current evaluation of the program. Your help is vital in ensuring an accurate evaluation, so please take the time to complete it and return it as soon as possible.

This program is unique in that the number of staff is very small. *Please attempt to answer each question as it applies to your role as a program staff member. Some questions will obviously not be applicable for your response.* Please indicate N/A when you feel the question does not directly apply to your role and continue to the next question.

Individual responses will remain confidential and will not be included in the evaluation report. If you have any questions or concerns, please call me at

All surveys must be returned by Monday, April 25, 1988.

Your cooperation is greatly appreciated!

Sincerely,

Jim Coombs
Supervisor, Student Services
Strathcona County
(on sabbatical)

**ELEMENTARY BEHAVIOR MANAGEMENT PROGRAM
(STRATHCONA COUNTY)**

EVALUATION

PROGRAM STAFF QUESTIONNAIRE

1. What is your position?

teacher _____

teacher aide _____

other (please specify) _____

2. What experience did you have with students with severe behavior problems before beginning work in this program?

3. What experience did you have with regular education before beginning work in this program?

4. What training did you receive which provided specific preparation for you to work with students with severe behavior problems? When did you receive it?

5. What other special education training have you received? When did you receive it?

6. What other general education have you received? When did you receive it?

7. How adequately do you feel your training prepared you to work with students with severe behavior problems?

fully well adequately inadequately mostly completely
prepared prepared prepared prepared unprepared unprepared

8. Do you feel additional training in working with children with severe behavior problems would be of benefit to you? Are you presently upgrading your skills? How?

9. How important are individual program plans for the education of these students?

extremely frequently sometimes rarely extremely
important useful useful useful unimportant

10. How important are periodic assessments of overall performance for these students?

extremely frequently sometimes rarely extremely
important useful useful useful unimportant

11. How important is the daily collection of academic and behavioral data in each student's program?

extremely frequently sometimes rarely extremely
important useful useful useful unimportant

12. (a) How much integration of activities occurs between the students in this program and other students in the school?

a great deal a lot of some little no
of integration integration integration integration integration

(b) How much is desirable?

much more some more presently a little less much less
sufficient

(c) What specific changes in integration would you like to see?

13. How effective do you think the current program is for teaching students with severe behavior problems?

**extremely
effective**

adequately
effective

**inadequately
effective**

**totally
ineffective**

14. How valuable to society do you feel these students are?

of little value

of some value

of much value

of great value

15. How would you rate the current levels of staff/student ratio (including teacher, teacher aide, counselling time, and administration time)?

much too low

too low

just right

too high

much too high

(need more staff)

(need less staff)

16. How would you rate the current level of teacher/student ratio?

much too
low

too low

just right

too high

much too
high

17. How would you rate the school administrative support for the program?

very high

high

average

low

very low

18. How would you rate the system (Central Office) support for the program?

very high

high

average

low

very low

19. How beneficial are inservice presentations in your work with severe behavior problems?

extremely
useful

generally
useful

**generally
useful**

never
useful

20. (a) Do you feel that the school/system adequately supports the upgrading of your skills/training in regards to behavior management?

_____ yes _____ no

(b) What more do you feel the school/system could do to support the enhancement/upgrading of your present skills?

21. Are the instructional materials suitable for use with students with severe behavior problems?

all are

most are

SOME ARE

few are

done are

22. Are adequate funds available for instructional materials?

very
adequate

adequate

**a little
inadequate**

very
inadequate

23. For each of the categories of progress during the last year, indicate the number of students in the program that you feel fall into that category.

Category

Number of Students

[illegible]

(a) very substantial progress

(b) substantial progress

(c) adequate progress

(d) less than adequate progress

(e) no progress/no change

(f) no progress/regressed

24. Which of the following ways do you communicate with the parents of students in the program?

_____ send notebook back and forth

send notes

telephone

parent comes to the school

visit the child's home

send letters

other (specify) _____

25. How often (on average) do you communicate with the parents of these students?

daily

2-4 times per week

weekly

3 3 times per month

monthly

☐ less than monthly

26. How have you encouraged parent participation in the classroom? How often has this been done?

27. Which of the following statements best describes the school policy toward parents visiting their child's classroom?

- ☐ They are not allowed to visit.
- ☐ They are discouraged from visiting.
- ☐ They may visit if they prearrange to.
- ☐ They may visit any time that they wish.
- ☐ They are welcome anytime and visits are actively encouraged.
- ☐ Some parents are allowed to visit but others are not because they are disruptive.

28. How often do parents with children in this program participate in school activities? Which activities?

29. Is parent involvement in school activities helpful?

 very helpful helpful not helpful harmful

30. How would you rate the current transportation services for students in this program?

 excellent good average fair poor

31. If you rated the transportation services less than excellent, what would need changing to make them excellent?

32. (a) As students improve their behavioral skills what opportunities are available for them to return to regular classroom settings?

(b) How many students have accomplished this during this school term?

33. Are there other service agencies (eg. Glenrose Hospital, Alberta Mental Health Services, Family & Community Services) that provide assistance to the students in this program on a cooperative basis with the school?

34. Most parents' expectations for their children are ,

unrealist-
ically high

high, but
possible

realistic

low, but
possible

unrealist-
ically low

35. Most parents' expectations of the school program are

unrealist-
ically high

high, but
possible

realistic

low, but
possible

unrealist-
ically low

36. Please include any other comments or concerns that you would like considered in this evaluation.

Appendix 3. Discipline Plans

CLASSROOM DISCIPLINE CYCLE

Violation of the following will be considered a MINOR OFFENCE.

1. Follow directions
2. Come to class on time & prepared to work
3. Do assignments
4. Respect your own & others life space

Consequences for MINOR OFFENCES

1. REMINDER - unacceptable behavior will be identified - choice of behaving or moving to Step 2 will be given.
2. IN-CLASS TIME OUT - 10 to 15 minutes, or to end of the period
- choice of behaving or moving to Step 3.
3. OUT-OF-CLASS TIME OUT (in hall or "time out area") - 10 to 20 minutes
- choice of behaving or moving to Step 4.
- * 4. IN-SCHOOL SUSPENSION - minimum of 1 hour / maximum 1/2 day
- misbehavior here results in OUT OF SCHOOL SUSPENSION
- upon return to classroom begin at Step 1
- if student repeats past Step 3, move to Step 5
- * 5. IN-SCHOOL SUSPENSION - 1/2 to 1 full day
- upon return to class begin at Step 1- if repeats past Step 3, move to Step 6
- * 6. IN-SCHOOL SUSPENSION - 1 to 2 full days
- upon return to class begin at Step 1- if repeats past Step 3, move to Step 7
- * 7. OUT OF SCHOOL SUSPENSION - 2 to 3 days at home
- upon return begin at Step 1- meeting with student & parents
- * 8. OUT OF SCHOOL SUSPENSION - 3 to 5 days at home
- meeting with student & parents before reinstatement

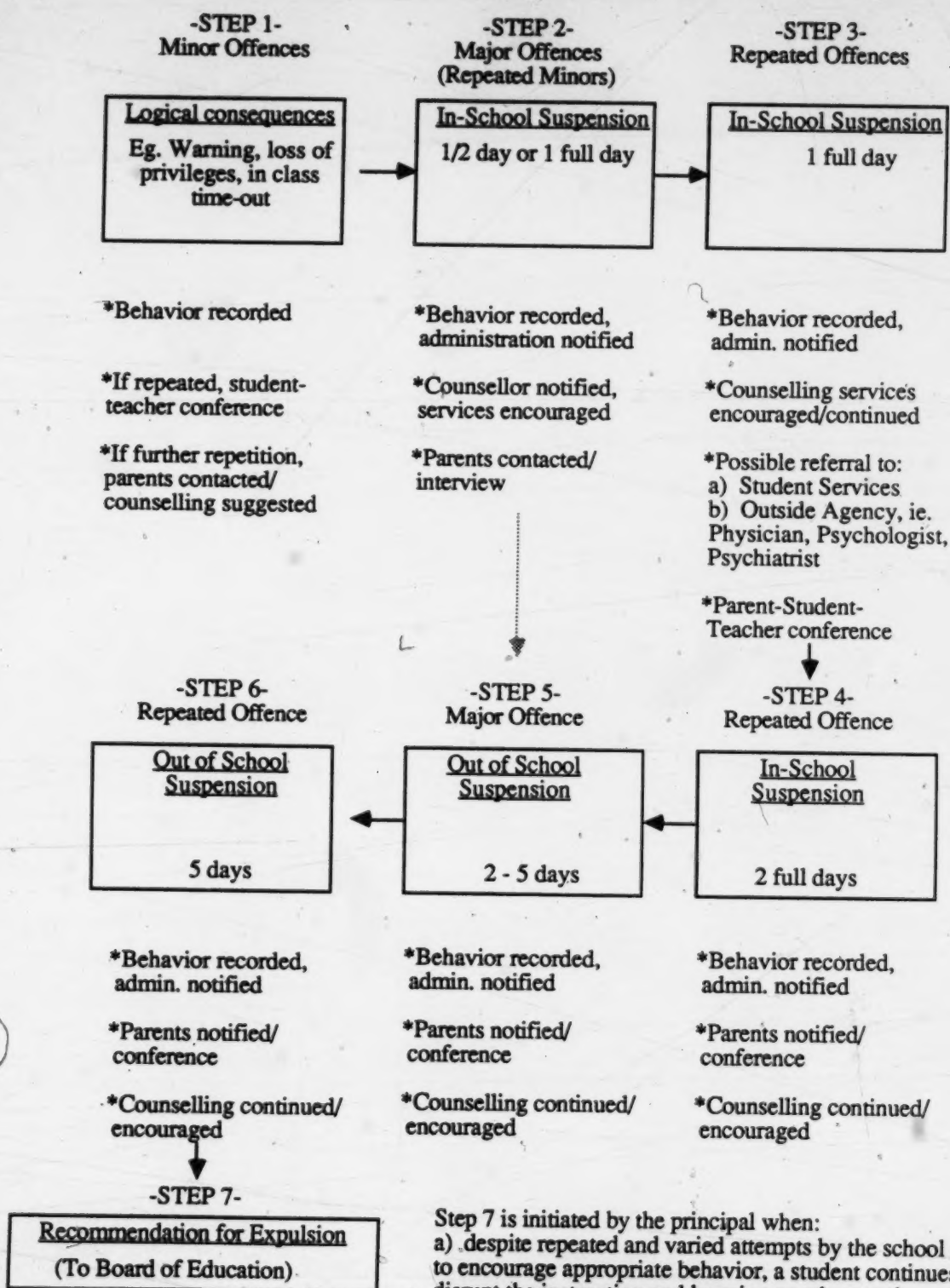
* PARENTS NOTIFIED WHEN STUDENT REACHES THESE STEPS.

Violation of the following will be considered a MAJOR OFFENCE.

1. Open opposition to authority
2. Willfully disobedient
3. Habitually neglectful of duty
4. Uses improper or profane language
5. Fights or destroys property
6. Conducts himself in a manner injurious to the moral tone or well-being of the school.

Consequences for MAJOR OFFENCES

1. Will be sent immediately to IN-SCHOOL SUSPENSION (Step 4)
2. Follow sequence as for MINOR OFFENCES (Steps 5 to 8).



Step 7 is initiated by the principal when:

- despite repeated and varied attempts by the school staff to encourage appropriate behavior, a student continues to disrupt the instruction and learning to others and,
- the student's immediate action(s) endanger the safety of other students and staff